

# Clifton Green Primary School

Kingsway North, Clifton, York, North Yorkshire, YO30 6JA

**Inspection dates** 5–6 February 2013

<b>Overall effectiveness</b>	Previous inspection:	Outstanding	1
	This inspection:	<b>Requires improvement</b>	<b>3</b>
Achievement of pupils		Requires improvement	3
Quality of teaching		Requires improvement	3
Behaviour and safety of pupils		Requires improvement	3
Leadership and management		Requires improvement	3

## Summary of key findings for parents and pupils

### This is a school that requires improvement. Select

- Achievement requires improvement. Not enough pupils in Years 1 to 4 are making the progress the school expects them to in English and mathematics.
- The school is not recording and analysing data well enough to check on the progress of some groups and how well pupils achieve across a wide range of subjects.
- Teaching requires improvement because it is not consistently good. Pupils are not challenged enough; marking provides too little guidance to help them improve.
- Learning, for some pupils, is interrupted by frequent absence and attendance is well below the national average.
- The headteacher does not check thoroughly enough that all teaching is good. Monitoring of teaching requires improvement so that it has a greater impact on raising achievement.
- Middle leaders do not receive sufficient guidance to keep a close check on pupils' learning in all subjects.
- Teachers are not held to account for the progress pupils make. Systems to manage teachers' performance are weak.

### The school has the following strengths

- Regular weekly library visits and engaging story telling inspire and encourage very young pupils to develop good reading habits.
- Teachers consistently provide weekly reports to parents about the small steps in their children's learning.
- Changes to the curriculum are proving popular with staff, governors and pupils.
- Good relationships between staff, pupils and parents support pupils' learning.
- Good systems for the care and support of pupils are well established in the school.
- Pupils are keen and willing to learn. They enjoy the wider range of clubs and activities and opportunities to learn a modern foreign language in Year 2.

## Information about this inspection

- Inspectors observed 24 lessons, of which five were joint observations with the headteacher. All classes and almost all teachers were observed.
- Meetings were held with pupils, staff, members of the governing body, including the Chair of Governors, and a representative of York local authority.
- Inspectors considered the 54 responses to the online questionnaire (Parent View) and also met with 11 parents.
- Inspectors also scrutinised 28 responses to the staff questionnaire.
- Inspectors observed the school's work and a range of evidence, including the school's own data of pupils' current performance and attendance. School plans and documents relating to self-evaluation, behaviour, safeguarding, and attendance were also viewed. Inspectors scrutinised a sample of pupils' books.

## Inspection team

Gina White, Lead inspector

Her Majesty's Inspector

Jan Lomas

Additional Inspector

Edward Price

Additional Inspector

## Full report

### Information about this school

- The school is much larger than the average-sized primary school. The number of pupils at the school has increased since the last inspection. Children in the Early Years Foundation Stage represent just under a third of all the pupils at this school.
- Most pupils are from White British heritage. About 20% of pupils are from a range of minority ethnic backgrounds.
- The number of pupils who speak English as an additional language is close to the national average.
- The proportion of pupils whose learning needs are supported through school action plus or with a statement of special educational needs is below the national average. Their needs relate mainly to speech, language and communication difficulties and behavioural, emotional and social difficulties.
- The proportion of pupils who are known to be eligible for pupil premium funding is well above the average nationally. Pupil premium is additional funding the school receives for pupils who are known to be eligible for free school meals, those who are in local authority care, and those from service families.
- The school meets the government's current floor standard, which sets out the minimum expectations for pupils' attainment and progress.
- Since the last inspection, the headship of the school has changed. The headteacher joined the school in January 2011. The deputy headteacher recently left the school and an acting deputy is in place. The special educational needs co-ordinator (SENCO) is new in post.

### What does the school need to do to improve further?

- Improve the quality of teaching so that it is consistently good or better for all groups of pupils by:
  - making sure lessons are planned to take account of pupils' needs and teachers regularly check pupils' learning during lessons to increase the rate of progress
  - implement a programme to share best practice effectively across the school
  - ensure marking consistently provides guidance to pupils about how to improve, in ways that they can understand.
- Make leadership and management more effective in raising achievement and attendance further by:
  - carrying out regular and rigorous checks on the quality of teaching and ensure written records of feedback to staff are shared with those observed to support their improvement
  - making sure performance management systems for teachers are immediately implemented and assiduously monitored by the headteacher and governors
  - providing clear guidance to middle leaders to support them in regularly checking on the quality of learning and achievement in the subjects they are responsible for
  - develop the gathering and use of data across the school's work to target initiatives to improve attendance and inform school self-evaluation
  - routinely track the performance of pupils and groups of pupils across a wide range of subjects
  - implement a programme of specialist training, tailored to the needs of individuals to support them in raising standards in English, mathematics and a wide range of subjects.

## Inspection judgements

### The achievement of pupils

### requires improvement

- Since the last inspection, the high attainment and rapid progress at both key stages has fallen and progress slowed, particularly at Key Stage 1. In 2012 pupils' attainment and progress by the end of Key Stage 1 and Key Stage 2 was broadly in line with the national average.
- Pupils' current progress across the school, as seen in lessons, and in the school's data, reflects the weaker picture. Pupils in Years 5 and 6 make expected progress, with many making rapid progress in English. In other year groups, pupils are not meeting the high expectations the school has of them and are not making good progress in English and mathematics. Extra support for basic skills is carefully tailored to help them catch up, but new and recently introduced school monitoring does not record the impact this has had.
- Pupils with special educational needs achieve in line with their peers. New and recently introduced school tracking and monitoring is not adapted sufficiently to identify the small steps in progress that they make.
- Throughout the school, pupils of all ages make good progress to develop regular reading habits to support their wider learning. Good library provision and a consistent focus on words and meaning in most lessons support them in developing a love of reading
- Weaker readers in Key Stage 2 apply skills well when faced with challenging words. Reading records demonstrate they regularly read aloud.
- Pupils' achievement across the wider curriculum requires improvement. Learning and progress observed in lessons was good in physical education and in some science classes, but weak in others such as art. The school recognise the need to track achievement more thoroughly to promote better progress.
- Children in the Early Years Foundation Stage and in Key Stage 1 are responding well to intensive support to overcome speech and language difficulties. They make steady progress to match letters and sounds. They listen attentively, follow stories and make good progress in their social development.
- The school targets the pupil premium money it receives well for the oldest pupils. Gaps in attainment by the end of Year 6 are closing: pupils achieved above their peers in English and mathematics. The school does not keep data and cannot demonstrate the impact across other year groups.

### The quality of teaching

### requires improvement

- Teaching is stronger in Years 5 and 6, reflecting the better progress recorded in the school's tracking systems. Across the rest of the school, the quality of teaching practice varies across classes, subjects and year groups.
- High expectations, combined with well-judged teaching strategies, enable pupils in Years 5 and 6 to acquire confidence in mathematics. For example, Year 6 pupils enthusiastically participated in a rapid fire quiz, quickly demonstrating good understanding of increasingly complex calculations using fractions and decimals.
- Some lessons lack sufficient challenge for all pupils. Occasionally, this is compounded by the use of closed tasks or worksheets that cap and constrain their learning.
- In the best lessons, teachers' and teaching assistants' good questioning draws out pupils' understanding, and extends pupils' thinking. In weaker lessons, questioning sessions required too many short or one-word answers, did not challenge pupils to provide reasons, or give time for extended responses.
- Teachers are using the new reading scheme effectively. Year 3 pupils like the engaging content and tackle independent reading tasks with vigour. Pupils, including those who are more able, are equally challenged by activities. Good work to explore the thoughts and feelings of the

characters in stories was used effectively to support their writing.

- Teachers' specialist knowledge was used to good effect in many lessons. For example, a carefully structured set of exercises enabled all pupils, including those with more limited movement, to participate safely and energetically in physical education. Some teachers lack sufficient specialist knowledge to ensure that learning is effective across other subjects. Consequently, lessons focus on activity rather than learning.
- Many examples were noted of teaching assistants providing valuable support to promote learning for individuals and groups, monitoring pupils' progress and intervening when needed to move learning along. However, this is not consistent across all classes. Overly adult-led activity restricted pupils' learning at times and opportunities were missed to encourage young children's language skills.
- Teachers diligently and regularly mark pupils' books. Typically, comments are pertinent but often praise for better aspects of work is often imprecise or provides too little guidance for pupils about how to improve.

### **The behaviour and safety of pupils**

### **requires improvement**

- School policy on behaviour is applied consistently in classrooms in ways that all pupils understand. Typically, behaviour around the school is calm, pupils are well supervised in playgrounds and as they move around the school. Occasionally, weaker teaching results in some minor inattention but low level disruption across the school is rare.
- Pupils are keen and willing to learn. However opportunities to build their independent learning skills are not consistently developed throughout the school.
- Attendance is well below the national average. Efforts to tackle this longstanding issue and to encourage pupils to attend school regularly have recently been put in place. Pupils are beginning to appreciate why regular attendance is important and value the rewards and competitions for good attendance.
- Pupils say they feel safe at school, have someone to share concerns with, and are confident they will be dealt with. They have a broad understanding of different types of bullying and a good understanding of how to stay safe. Younger pupils knew the rudiments of e-safety and older pupils advised inspectors about how they should stay safe when using the internet.
- Parents know their children are safe and happy at school. They value the communication they have with staff. Care and support provided to help pupils learn in classrooms and in the nurture group are good.

### **The leadership and management**

### **requires improvement**

- The headteacher has a clear vision and direction for the school and the vast majority of staff and governors share this view. He has embarked upon a major programme of change across most aspects of the school's work whilst also managing turbulence to staffing in the senior leadership team.
- School plans are helping to develop the curriculum and teaching to better meet pupils' needs. However, measures to check on progress lack sufficient detail to enable leaders to implement them more quickly.
- Middle leaders, many of whom are new to their roles, have commendable enthusiasm and ideas. Most have made a positive start to develop subjects and other aspects of the school's work. However, there is a lack of clarity amongst some staff about what is required of them particularly in checking pupils' learning.
- Local authority support has helped the school to develop provision and assessment in the Early Years Foundation Stage. Continuing support is rightly focused on improving practice for the

benefit of the school's youngest children and for pupils with special educational needs.

- Systems for checking and evaluating the school's work are under-developed. Leaders do not review performance, particularly of teaching and attendance, in sufficient detail to act quickly enough when previous high standards start to slip.
  - Systems for appraising teachers' performance are weak. Teachers do not receive written feedback on their performance and are not held to account for the progress pupils make. This means that the better progress being made by some pupils is still precarious.
  - The curriculum is broad and adapted well: nurture groups and specialist support meet pupils' needs. 'Theatre-in-a-day', music competitions and a developing appreciation of literature support pupils' learning. Pupils enjoy the broad range of clubs and activities and say, 'They are the best thing about the school!'
  - School leaders ensure that social and personal development, particularly for the youngest children and those who need extra support, are underpinned by respectful relationships throughout the school. Pupils reflect on choices they make and have a keen sense of right and wrong. Early language lessons in Year 2 promote pupils' developing interest in other cultures.
  - **The governance of the school:**
    - The governing body is well organised; governors control finances well and meet their responsibilities for safeguarding. They have retained the school's strengths in care and support during a period of staff changes, including at senior leadership level. Governors are becoming increasingly effective in asking challenging questions. This has led to improvements in the quality and frequency of communication with parents. Visits to lessons allow governors to see that their decisions on how to use pupil premium funding to support learning are being implemented. Gaps in attainment and progress are narrowing for the oldest pupils who are eligible for free school meals. However, a lack of routine data analysis means governors do not have the information to check how well all pupils who are eligible for pupil premium are achieving throughout the school. Procedures to appraise the headteacher's performance suitably involve external support. However, governors have not probed sufficiently to ensure that systems for accountability of teachers' performance are firmly in place. Recent slippage and informal current practice have gone unnoticed.
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## What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

## School details

<b>Unique reference number</b>	121283
<b>Local authority</b>	York
<b>Inspection number</b>	413280

This inspection of the school was carried out under section 5 of the Education Act 2005.

<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	430
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	L Comer
<b>Headteacher</b>	D Brown
<b>Date of previous school inspection</b>	29 January 2009
<b>Telephone number</b>	01904 627270
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